

POLI 160 – Comparative Politics - Spring 2018

Section 1: TThF, 9:00-9:50am, CCC 321

Section 2: TThF, 10-10:50am, CCC 321

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Course Description

This course is designed to introduce students to the sub-field of Political Science known as Comparative Politics and in so doing to meet the GEP learning outcomes for the Social Sciences and Global Awareness categories. We will do this through a comparative study of political development and politics in five countries: Germany, Russia, China, Iran, and South Africa. Using these countries as case studies, we will learn about political development, regime types, and political institutions. We will address questions such as: How should we define democracy? What are the differences between democratic and authoritarian regimes? How have historical developments shaped politics and regimes today? Why and under what circumstances is regime change likely? How do political institutions work, and how do variations in constitutional and electoral design impact political outcomes? We will also consider the relationship between states and markets by examining political economy models.

By the end of the course you will be able to explain differences between democracies and various types of non-democratic regimes. You will have developed a more nuanced understanding of democracy and the tensions inherent in it. You will have a clearer understanding not only of current political issues in each of the five countries we will study, but also of the forces – historical, political, economic, and cultural – that have helped to shape their current political systems. You will have reflected on the intrinsic relationship between economic and political development. You will have developed a clearer understanding of parliamentary government and how it differs from a presidential system, as well as the tradeoffs inherent in the choice of electoral systems. Finally, you will have a better understanding of and appreciation for the formidable challenges faced by citizens and leaders in establishing and consolidating effective and accountable political systems.

“Toto, I don’t think we are in Kansas anymore.” Welcome to the wide world of comparative politics!

Specific Course Learning Outcomes

Students will:

- 1) Gain an appreciation for the variety of forms democracy takes around the world and understand the qualitative differences between democracy and authoritarian regimes.
- 2) Apply the comparative method to the study of political development, regime types, political economy, and political institutions.
- 3) Analyze the politics of Germany, Russia, China, Iran, and South Africa.
- 4) Relate what they learn about politics to current events and global affairs.
- 5) Be able to explain and offer examples of how political institutions, including constitutional structures and electoral systems, shape political processes.
- 6) Be able to demonstrate how political institutions in turn have been shaped by each country’s political development trajectory, political culture, interests, and resources.

General Education Learning Outcomes

This course fulfills the Social Sciences and Global Awareness GEP categories. Thus, the course aims to meet the learning outcomes for these two GEP requirements.

GEP Social Sciences Learning Outcomes

- Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.
- Examine and explain how social, cultural, or political institutions influence individuals or groups.

GEP Global Awareness Learning Outcomes

- Identify & explain various components of a culture that is distinct from those found within the United States.
- Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

Course Requirements and Grading

Your grade in this course will be based on your performance in the following areas:

Attendance	6%
Short Homework Assignments (2)	10%
Quizzes (6)	10%
Media Journals (3)	18%
Midterm Exam #1	18%
Midterm Exam #2	18%
Final Exam	<u>20%</u>
	100%

Required Text and E-reserves

- Mark Kesselman, Joel Krieger, and William A. Joseph. 2016. *Introduction to Comparative Politics*, 7th Ed. Wadsworth, Cengage Learning. (Available through Text Rental)

NOTE: From here on referred to as “KKJ”.

- There are additional readings outside of the textbook. They are all listed below under the “Course Schedule and Reading Assignments.” Electronic links to all these materials are available on D2L under the e-reserves tab on the Content page. They are grouped by unit and listed in order of appearance on the syllabus. If you have problems accessing any of these materials, please let me know right away.

Course Format

Given that this is an introductory class, much of class time will be devoted to lecture. However, we will also have regular opportunities for student discussion and participation. I also welcome your questions and comments at any time. I can assure you that you will learn more if you ask questions and take an active part in class discussions. You should complete the assigned readings *before* coming to class. I design my lectures to build on and complement the reading, so your retention and comprehension of lectures will be increased if you come to class having done the reading. **If you feel like you are having trouble in the class, please come and see me.**

Attendance: Regular attendance is very important for success in this class and will count for 6% of your grade. I will make note of attendance after each class and use the clickers to keep track as well. In addition to the fact that attendance will count for 6% of your grade, good attendance is essential for the following reasons:

1. Quizzes and homework assignments will be given throughout the semester and will figure into your grade.
2. There will be material covered in lecture and class discussions that is not covered in the readings; you are responsible for both.

Your attendance record over the course of the semester *may* also be considered when I calculate final grades.

Clickers

This class uses “Turning Point Cloud” to do interactive polling. You will need to purchase a Turning Technologies code from the bookstore to participate in the class. You will be required to check out a clicker from the **UWSP IT Service Desk** to respond to polling. **UWSP IT Service Desk in room 027 ALB, basement of the UWSP Library.** Device checkout is **free of charge**. **You will need your UWSP Student ID to get your clicker.**

Returning clickers: Clickers must be returned to IT Service Desk before the end of finals. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker.

For Service Desk hours: <http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

Turning Point Account

You will need to create a Turning Technologies account in order to register your device to the class. Please use your UWSP email address to create an account here: <https://account.turningtechnologies.com/account/>

You can find help with Turning Point Cloud here: <https://www.turningtechnologies.com/support/turningpoint-cloud>

Short Homework Assignments: There are 4 homework assignments listed on the syllabus, which entail responding to questions on the assigned reading for that day. **Students are required to complete ONLY TWO of these assignments over the course of the semester.** You should do the reading and then take about 20 minutes to write up your answers to the questions, which are on the syllabus. You may type up or write your answers out by hand. Please do **not** write more than a page or two, as these are supposed to be brief assignments. **Responses must be handed in at the start of class on the day the reading is assigned,** as we will use them as a jumping off point for discussion. I will not accept homework assignments by e-mail or previous to or after the class for which they are assigned. Please plan accordingly. These homework assignments will be graded as check (8-8.8), check/check-plus (9-9.5), check-plus (10), or check-minus (7.5 or less).

Quizzes: I will give 6 quizzes over the course of the semester that together will count for 10% of your grade. The quizzes will be given in class using clickers. Each quiz will consist of approximately 9 multiple choice questions. At the end of the semester I will drop each student’s lowest quiz score. I will announce quizzes in the preceding class. For example, if I plan to give a quiz on Wednesday, I will announce the quiz in class on Monday of that week. Quizzes generally contain questions both from the assigned reading, as well as recent lectures. Questions appearing on quizzes may also appear on exams.

Make-ups: There will be no make-ups for missed quizzes, *unless* you make arrangements with me ahead of time and have a legitimate excuse.

Exams: The first two midterm exams will have multiple choice and short answer questions. The final exam will have a multiple-choice section and one essay question. The dates for all three exams are listed on the syllabus. Exams will cover material from the readings, lecture, class discussions, and movies. I will provide you with study guides at least one week before each exam.

Academic Integrity: All students are expected to abide by the guidelines for academic integrity contained in the UW System Administrative Code. As a student it behooves you to be well acquainted with these guidelines and to understand what constitutes plagiarism, as violations can result in severe consequences. For the purposes of this class, the basic rule is to do your own work on exams and short writing assignments. I take cheating seriously and will take action if an incident comes to my attention. Please let me know if you are aware of cheating taking place during quizzes or exams. The Media Journals and any film extra credits that you complete must be uploaded to the D2L dropbox. The dropbox is connected to the plagiarism detection program, Turnitin.com. **Do NOT cut and paste or copy from someone else!!!** That is plagiarism. If I discover you have plagiarized something, *at a minimum*, you will receive a zero for that assignment.

Communications and Technology: There is a **D2L** section set up for this class, which you should access regularly and get accustomed to using. There you will find the syllabus, e-reserve readings, gradebook, and other materials that you will need as they become available. There is also a news box that I will use to post announcements and reminders. Lecture power points will be posted on the D2L Content page, in most cases sometime after class. Finally, you will upload your media journals to the appropriate D2L dropbox.

Media Journals: Over the course of the semester you will be required to keep a media journal. This entails identifying and reading **at least one** recent news story on some aspect of **domestic politics** (broadly defined) for each of **THREE** of the countries we are studying and then writing up a short summary and commentary on it. Please note that you only need to complete a media journal for 3 of the 5 countries we are studying. The article(s) should be recent, preferably within the last month, and **not** ones that are assigned on the syllabus. Each journal entry should run at least a couple of paragraphs. Your journal entry should **briefly** describe what the story is about and then offer some analysis or commentary on its significance. For example, you might talk about how the story relates to something we have covered in class, the degree to which it reflects change or continuity, or its overall significance. The minimum is one news article per country, but I look favorably on journals that cover two or more recent stories on the same country.

You **must** pick stories from one of the following newspapers or magazines. While the U.S. and UK sources are excellent, the second set are prominent newspapers from the country or region we are studying, and so may offer a different perspective. I encourage you to look for stories in these non-U.S. and non-UK sources. If you want to use a story from a source that is not listed here please consult with me first.

Acceptable Sources:

U.S. and UK Sources:

- *The New York Times* (www.nytimes.com)
- *The Guardian* (London) (www.guardian.co.uk)
- *The Independent* (London) (<http://www.independent.co.uk>)
- *The Economist* (available in the periodicals section of the library)

Country Specific and Regional Coverage:

- *Speigel online* (Germany) (<http://www.spiegel.de/international>)
- *RT* (Russian pro-government news network) (<http://rt.com>)
- *Moscow Times* (Independent English language newspaper out of Russia) (www.themoscowtimes.com)
- *Xinhua News Agency* (Official press agency of the People's Republic of China; biggest and most influential media organization in China) (<http://www.chinaview.cn/>)
- *People's Daily* (Official newspaper of the Chinese Communist Party) (<http://en.people.cn/>)
- *Al Jazeera* (for coverage of Iran and the Middle East) (<http://www.aljazeera.com/>)
- *Mail and Guardian* (South Africa) (www.mg.co.za)

Due Dates:

Remember that you only have to complete media journals for 3 of the 5 countries. Upload your journal entries to the appropriate D2L dropbox by midnight on the following days:

- | | | | | | |
|-----------|------|---------|------|----------------|-----|
| • Germany | 2/15 | • China | 3/22 | • South Africa | 5/4 |
| • Russia | 3/6 | • Iran | 4/19 | | |

I grade these journals similarly to the homework assignments. I am not looking for polished papers, but instead engagement with the issues. You do not need to spend a lot of time on these, but make sure to get them done. Find a story or a couple of stories that are of interest to you and then try to explain why they are interesting or significant. So long as you do a competent job on all of them you will receive a B. Higher levels of analysis and ability to relate the stories to course content in meaningful ways will merit higher grades.

Media Journal Format: You may cover more than one article per country; if you do, group all entries on that country in a single file. For all entries: at the top of the page type your name, POLI 160, and Media Journal – Germany, for example. Before you begin your commentary, list the article(s), making sure to include all proper citation information. Please refer to the way I list articles in this syllabus and follow that format. If the article was found online, make sure to include the URL. **Points will be deducted if you fail to list any of the following elements:**

- Author
- Title
- Source (name of newspaper or magazine)
- Date published
- URL (if accessed online)

Extra Credit: Over the course of the semester I will announce opportunities for extra credit, such as attending a lecture on campus. Another extra credit opportunity is to watch any of the recommended feature films listed below. For each extra credit activity that you do, you will need to turn in a brief write-up of your reaction to the event or film. You can upload these to the extra credit dropbox in D2L. Tell me a bit about what you did or saw and offer some commentary. These write-ups will **not** be graded. For each extra credit opportunity that you complete a write-up on, you will get an extra point added to either a quiz score or a homework or media journal grade. For example, if you received an 8 on a quiz, then the extra credit point will bump that up to a 9.

Extra Credit Films

German:

- “Look Who’s Back” – A recent German comedy based on the premise that Hitler reawakens in modern-day Germany. He is mistaken as a comedian imitating Hitler and becomes a media sensation. While funny, it is ultimately also a commentary on the resurgence of racism and anti-immigrant sentiment in contemporary Germany. Available on Netflix.
- “Good-bye Lenin!” – Taking place in 1990 right after the fall of the Berlin Wall, this funny film is about a son’s attempt to shield his fragile mother, who has just emerged from a long coma, from the realization that her beloved country of East Germany is no more. Available at the UWSP Library.
- “The Lives of Others” – Takes place in the former East Germany in 1984. It is about an officer in the notorious Stasi secret police. Available at the UWSP Library.

Soviet & Russian:¹

- “Slave of Love” – (USSR, 1978) – By acclaimed Russian director, Nikita Mikhalkov, this film takes place on the eve of the Russian Revolution and tells the story of an apolitical actress who falls in love with a Bolshevik cameraman. Available streaming through UWSP Library.
- “Burnt by the Sun” – (Russia, 1994) – Also by Mikhalkov, this film depicts the fate of a hero of the Revolution during Stalinist repression. This film won the Academy Award for Best Foreign Film in 1994. Available at UWSP Library.
- “Little Vera” – (USSR, 1988) – An alienated teenager from a working-class background refuses to conform to small-town life in the Soviet Union. Ideologically controversial, the film was a smash hit in the Soviet Union because of its realistic portrayal of social problems in the 1980s. Available at UWSP Library.

Chinese:

- “A Touch of Sin” – (China, 2013) – By one of China’s most acclaimed directors, Jia Zhanke, this film weaves together four stories from rural and urban contemporary China. According to one review, these stories share in common violent bursts of anger in response to and produced by “a society increasingly obsessed with money and capital.” Streaming access through UWSP library; search for the film on the library database and it will provide you the link for online access through Kanopy.

¹ Note: The Russian and Soviet film recommendations and brief synopses are thanks to former UWSP History Professor Sally Kent.

Iranian:

- “Persepolis” – Based on the graphic novel of the same name, this animated feature film is about a young girl growing up in Iran during the Iranian Revolution. Available at the UWSP Library.
- “Children of Heaven” (Iran, 1999)– This film is in Farsi with English subtitles and won international acclaim. It is a touching story of a brother and sister from a poor family who figure out a way to hide the fact from their parents that the brother has lost his sister’s only pair of sneakers. It is not particularly political but instead has a universal family theme. However, it will give you a glimpse into ordinary Iranian lives and a flavor of some of the great filmmaking that has been coming out of Iran in recent years. Available at UWSP Library.

South African:

- “Mandela: Long Walk to Freedom” – A British feature film on Nelson Mandela’s life based on his autobiography of the same name. Available at video rental stores.
- “Invictus” – A wonderful U.S. film on Nelson Mandela and how he used the Rugby World Cup in 1994 to build national unity after the end of apartheid. Morgan Freeman offers a masterful performance as Mandela Available at the UWSP Library.
- “District 9” – South African sci-fi film with strong parallels to apartheid. Available at UWSP Library.
- “A Dry White Season” – This American production was released in 1989 and is based on a novel about Apartheid South Africa. It tells the story of the awakening of a white South African to the oppression of the Apartheid state and his eventual involvement in the struggle. This film is not available in the UWSP Library.

Current Events: The things we will be studying are directly relevant to much that is taking place in the news. I strongly encourage you (if you do not already do so) to read a major newspaper with good coverage of international affairs on a daily basis (see newspapers listed above). I also encourage you to try listening to National Public Radio (NPR); their news programs are excellent and will keep you up-to-date on current events and important issues, both domestic and international. You can hear NPR news on Wisconsin Public Radio, which has two local radio stations: the Ideas Network at 89.1 FM and News and Classical at 90.9 FM. You can also listen live and access podcasts of previous shows at www.wpr.org. There are also a lot of terrific podcasts out there that can help you learn about and keep up with the news, both domestic and international. One that I recommend for delving deeper into top news stories is “The Daily”, which is produced by the *New York Times* and is available for free on Apple Podcasts and other platforms.

Classroom Etiquette:

- Turn off your cell phones before coming to class and refrain from eating; drinks are permissible.
- Arriving late or leaving during class is disruptive. Please make every effort to be on time. I take offense when students leave which class is in session. If you come to class, plan to stay for the whole session!!! If you leave in the middle, I reserve the right to deduct points from your grade. If you know in advance that you will have to step out early, please let me know before class begins.

Class Schedule and Reading Assignments

Week 1 – Introduction to Comparative Politics

1/23 – Introduction to the course

1/25 – Important concepts in comparative politics

Reading: KKJ, Ch. 1, pp. 2-8, and Section 4, pp. 20-23. (Note: You do not need to master all the terms contained herein; read for understanding of comparative politics and the approach taken by this textbook.)

1/26 – What is democracy?

Reading: Robert Dahl. 1998. *On Democracy*. Yale University Press, Chs. 4 & 8

***Homework assignment #1 on Dahl:**

(Note: Write for no more than 20 minutes; this is meant to be brief):

Look at **Dahl's** 5 conditions for a democratic process on p. 38 and respond to these two questions:

1. When did the U.S. become a modern representative democracy (or polyarchy)? NOTE: International students may write about their own country in relation to Dahl.
2. In what ways does U.S. democracy today or your own governmental system meet Dahl's 5 conditions? Where does it fall short?

Week 2 – German Political Development – From Empire to Fascism

1/30 – Germany's late political development

Reading: KKJ, Ch. 4, pp. 126-132

2/1 – Hitler's rise to power

Reading: KKJ, Ch. 4, pp. 133-139

2/2 – Fascism

Readings:

- Michael Sodaro. 2008. *Comparative Politics*. McGraw Hill. "Fascism", pp. 322-325
- Richard Evans. "From Nazism to Never Again: How Germany Came to Terms with its Past." *Foreign Affairs*, Jan./Feb. 2018.

Week 3 – Post-war Germany: Political Economy and Institutions

2/6 – Germany's social market economy

Readings:

- KKJ, Ch. 4, Section 2, pp. 139-145 (ending at "Ethnicity and Economy")
- John Studzinski. "Germany is right: There is no right to profit, but the right to work is essential." *The Guardian*, February 5, 2013.

2/8 – Introduction to electoral systems

Reading: Michael Sodaro. 2008. *Comparative Politics*. McGraw Hill, pp. 207-216.

Recommended: Chiqui Esteban and Dan Keating. "Hate our electoral system? Here's who could have been president under other setups." *Washington Post online*, n.d.

2/9 – Germany's constitutional structure and electoral system

Reading: KKJ, Ch. 4, Section 3, pp. 149-153 (ending at "Other State Institutions"); & Section 4, pp. 157-160 (ending at "Political Parties and the Party System").

Week 4 – German Elections

2/13 - German political parties mock campaign

Readings:

- KKJ, Ch. 4, Section 4, pp. 160-166.
- Steven Erlanger. “Angela Merkel, Reluctant Leader of the West, ‘Has Gotten the Taste for It.’” *New York Times*, September 24, 2017.
- Amanda Taub and Max Fisher. “Germany’s Extreme Right Challenges Guilt Over Nazi Past.” *New York Times*, January 18, 2017.
- Read up on recent stories on German political parties and the 2017 Federal Election on the *Spiegel Online International Website*. Go to their “German Politics” page:
http://www.spiegel.de/international/topic/german_politics/

2/15 – Election simulation and the 2017 German election

Readings:

- Melissa Eddy. “Far-Right Gains Leave Germans Wondering, What Now?” *NY Times*, Sept. 29, 2017.
- *DUE: MEDIA JOURNAL ON GERMANY. UPLOAD BY MIDNIGHT.**

2/16 – Coalition formation after the German 2017 election... or not.

Readings:

- Melissa Eddy and Katrin Bennhold. “Consensus? No Thanks. German Politics Suddenly Get Messy.” *New York Times*, November 24, 2017.
- Der Spiegel Staff. “Germany’s Fate: The Dispiriting Prospect of a New Grand Coalition.” *Spiegel Online*, Dec. 1, 2017.
- Philip Oltermann. “Germany’s SPD gives cautious green light to Merkel coalition talks.” *The Guardian*, Jan. 21, 2018.

Week 5 – Midterm #1 & Introduction to Russia

2/20 – Exam Review

2/22 – **MIDTERM EXAM #1 – Comparative Politics Concepts & Germany**

2/23 – From Tsarism to the Bolshevik Revolution

Reading: KKJ, Ch. 13, pp. 545-549 (ending at “The Stalin Revolution”)

Week 6 – The Rise and Fall of the USSR

2/27– Soviet Communism

Readings:

- KKJ, Ch. 13, pp. 549-552 (ending at “Collapse of the USSR”)
- Michael Sodaro. 2008. *Comparative Politics: A Global Introduction*. McGraw Hill. Pp. 315-321 (ending at “Socialism in the Developing World”)

3/1 – The fall of communism

Readings:

- KKJ, Ch. 13, pp. 552-556
- Nikita Petrov. “Don’t Speak Memory: How Russia Represses its Past.” *Foreign Affairs*, Jan./Feb. 2018.

Watch: 4 min. video clip on the “Fall of the Soviet Union” from History Channel. Enjoy!

3/2 – Russia’s turbulent transition to a market economy

Reading: KKJ, Ch. 13, Section 2, pp. 556-564

Week 7 – Putin’s Russia

3/6 – Russia’s constitutional structure

Readings:

- KKJ, Ch. 13, Section 3, pp. 564-574
- David Szakonyi. “Putin is Still Standing: The Elites That Keep the President in Power.” *Foreign Affairs*, July 26, 2016.

***DUE: MEDIA JOURNAL ON RUSSIA. UPLOAD BY MIDNIGHT.**

3/8 – Russian democracy today and the 2018 presidential election

Readings:

- KKJ, Ch. 13, Section 4, pp. 574-586
- Shaun Walker. “Vladimir Putin makes it official – he’s running for re-election in 2018.” *The Guardian*, December 6, 2017.
- Christian Esch. “Behind the Scenes of Russia’s Imitated Democracy.” *Spiegel Online*, Jan. 9, 2018.

3/9 – Russia in the world

Readings:

- KKJ, Ch. 13, Section 5, pp 586-593
- Mark Galeotti and Andrew S. Bowen. “Putin’s Empire of the Mind: How Russia’s president morphed from realist to ideologue – and what he’ll do next.” *Foreign Affairs*, May/June 2014: 16-19. (E-reserves)
- Amanda Taub. “‘Kompromat’ and the Danger of Doubt and Confusion in a Democracy.” *New York Times*, January 15, 2017.

Week 8 – Female Representation and Chinese Development

3/13 – Electoral systems and female representation in government

Readings:

- Anne Phillips. “The Representation of Women.” In *Democracy Sourcebook*.
- Pippa Norris. “The Impact of Electoral Reform on Women’s Representation.” In *Annual Editions, Comparative Politics 13/14*, edited by Fiona Yap & Ryan Gibb. McGraw Hill, 2014: pp. 139-147.
- Tali Mendelberg and Christopher F. Karpowitz. “More Women, but Not Nearly Enough.” *New York Times*, November 8, 2012.
- Jennifer Steinhauer. “Women in Senate Confront Military on Sex Assaults.” *NYT*, June 2, 2013.

***Homework assignment #2:** (Note: Write for no more than 20 minutes; this is meant to be brief):

Based on the readings, **answer 2** of the following questions:

1. What are some of the reasons given by **Phillips and/or Norris** to explain the underrepresentation of women in politics? (Mention a few factors)
2. Do you agree with the authors that underrepresentation is a problem? Why or why not? Make sure to address the arguments made by **Phillips and/or Mendelberg and Karpowitz**. Finally, how does the **Steinhauer** article relate?
3. **Norris** suggests that today the main point of contention is not so much whether underrepresentation (women being just one group among others that experience this) is a problem, but instead what are the “most effective and appropriate ways” to increase representation of underrepresented groups in legislatures. What role do electoral systems and quotas play? Would you favor electoral reform and/or the use of quotas to address underrepresentation?

3/15 – China’s political development

Readings:

- KKJ, Ch. 15, Section 1, pp. 642-653
- Chris Buckley and Didi Kirsten Tatlow. “Cultural Revolution Shaped Xi Jinping, From Schoolboy to Survivor.” *New York Times*, September 24, 2015.

3/16 – China’s political economy

Reading: KKJ, Ch. 15, Section 2, pp. 653-660.

Sunday, March 18th – The Russian Presidential Election – follow developments in the news.

Week 9 – Political Institutions and Society in Contemporary China

3/20 – China’s political structure

Readings:

- KKJ, Ch. 15, Section 3, pp. 661-669
- Krishnadev Calamur. “China’s Xi Jinping Era.” *The Atlantic*, October 26, 2017.

3/22 – Parties and elections in a one-party state

Readings:

- KKJ, Ch. 15, Section 4, pp. 669-672 (ending at “Political Culture, Citizenship, and Identity”)
- “China holds elections.” *The Economist*, Nov. 10, 2016.

***DUE: MEDIA JOURNAL ON CHINA. UPLOAD BY MIDNIGHT.**

3/23 – Civil society in communist China

Readings:

- KKJ, Ch. 15, Section 4, pp. 672-677
- Sebastian Veg. “New Spaces, New Controls: China’s Embryonic Public Sphere.” *Current History*, September 2015.
- Yuru Cheng and Chang Chien. “On Taking Gay Rights From Taipei to Beijing: Don’t Call It a ‘Movement’” *New York Times*, January 18, 2017.

March 24- April 1 – Spring Break – Enjoy!!!

Week 10 – China in the World Today & Midterm #2

4/3 – Xi Jinping’s rising China

Readings:

- KKJ, Ch. 15, Section 5, pp. 678-683
- Graham Allison. “What Xi Jinping Wants.” *The Atlantic*, May 31, 2017.
- Krishnadev Calamur. “It’s a Mistake to Underestimate China.” *The Atlantic*, Nov. 16, 2017.

4/5 - Exam review

4/6 – **MIDTERM EXAM #2 – Russia and China**

Week 11 – Iran: From Dynasties to Revolution

4/10 - Iran's historical development

Readings:

- KKJ, Ch. 14, pp. 596-603 (ending at “The Islamic Revolution”)
- Saeed Kamali Dehghan and Richard Norton-Taylor. “CIA admits role in 1953 Iranian coup.” *The Guardian*, Aug. 19, 2013.

4/12 – Political Islam & the Iranian Revolution

Readings:

- KKJ, Ch. 14, pp. 603-610
- Watch the 5-minute audio slide show on The Guardian website on the significance of the Iranian Revolution. Ian Black and Jim Powell. “The Iranian revolution: '30 years on, its legacy still looms large’”. *The Guardian*, February 2, 2009.

4/13 – Women and the Islamic State

Readings:

- Azar Nafisi. *Reading Lolita in Tehran*. Random House, 2003: 3-18 & 55-77. (E-reserves)
- Carol Ann Drogus and Stephen Orvis. “Case Study: Iran: Social Gains, Political and Cultural Restrictions, and Islamic Feminism.” In *Introducing Comparative Politics: Concepts and Cases in Context*. CQ Press, 2009: 514-517.

*Homework assignment #3:

(Note: Write for no more than 20 minutes; this is meant to be brief):

Based on *Reading Lolita in Tehran* respond to question #1 and either #2 or #3:

1. What is Nafisi describing in this book, and why is it subversive?

AND

2. Recount an event described in this book and convey your reaction to it.

OR

3. What did this reading teach you about authoritarianism?

Week 12 – Contemporary Iranian Politics

4/17 - Political institutions & power in Islamic Republic of Iran

Readings:

- KKJ, Ch. 14, Section 3, pp. 617-627
- “Domestic Politics: Rush to the Centre.” *The Economist*, Nov. 1, 2014.
- “Religion: Take it or Leave it.” *The Economist*, Nov. 1, 2014.
- Rhys Dubin. “Iran’s Not a Totally Fake Democracy, Study Says.” *Foreign Policy*, October 19, 2017.

4/19 – Iran and the nuclear deal

Readings:

- KKJ, Ch. 14, Section 5, pp. 634-639
- Federica Mogherini. “The Iran nuclear deal is a success – and the whole world is safer for it.” *The Guardian*, January 17, 2017.
- Michael Birnbaum and Griff Witt. “Europeans say Trump has no power to cancel Iran nuclear deal.” *The Washington Post*. October 13, 2017.
- Saeed Kamali Dehghan. “Iran’s supreme leader dismisses Trump’s ‘rants and whoopers’”. *The Guardian*, October 17, 2017.

***DUE: MEDIA JOURNAL ON IRAN. UPLOAD BY MIDNIGHT.**

4/20 – Civil society, recent protests, and the state in Iran

Readings:

- KKJ, Ch. 14, Section 4, pp. 627-634
- Thomas Erdbrink. “Hardliners and Reformers Tapped Iranians’ Ire. Now Both are Protest Targets.” *New York Times*, Jan. 2, 2018.
- Amir Ahmadi Arianjan. “Why Iran is Protesting.” *New York Times*, Jan. 2, 2018.
- Krishnadev Calamur. “The Lessons of Iran’s Protests.” *The Atlantic*. Jan. 5, 2018.

Recommended Podcast: “The Daily” is a *New York Times* podcast. The January 5, 2018 episode was an in-depth look at the protests by *Times* reporter, Thomas Erdbrink. It is worth a listen.

Week 13 –South African Political Development

4/24 – South Africa: Colonialism and Apartheid

Reading: KKJ, Ch. 11, pp. 448-457 (ending at “South African Miracle”); & “Apartheid Economics”, pp. 461-462 (ending at “Liberalization and Deregulation”).

4/26 – South Africa’s negotiated transition

Readings:

- KKJ, Ch. 11, pp. 457-461
- Olga Khazan. “An Amazing, Dizzying Map of All the Languages and Races in South Africa.” *The Atlantic*, October 3, 2013. Note: make sure to click on the link in this short article to the interactive map.

Recommended: Photo essay on Soweto Township today by John Edwin Mason. “A Microcosm of the New South Africa.” *New York Times*, Nov. 9, 2012.

4/27 – Addressing Apartheid’s economic legacies

Readings:

- KKJ, Ch. 11, pp. 462-465 (ending at “Environmental Issues”)
- Ronnie Kasrils. “How the ANC’s Faustian pact sold out South Africa’s poorest.” *The Guardian*. June 23, 2013.
- Elke Zuern. “Why protests are growing in South Africa.” *Current History*, Vol. 112, No. 754 (May 2013).

***Homework assignment #4:**

(Note: Write for no more than 20 minutes; this is meant to be brief):

After reading the Kasrils and Zuern articles, respond to the following questions:

1. What is the nature of the “Faustian pact” described by Kasrils?
2. How would you explain the rise of protests in South Africa, including the recent student protests?
3. If you were a member of the ANC, would you argue for changes in economic and/or social policy? Name one or two key changes you would advocate.

Week 14 – “Dear Mandela” & South Africa’s Political Institutions

5/1 – In-class MOVIE SCREENING & DISCUSSION: “Dear Mandela”

Reading: Sisonke Msimang. “All is Not Forgiven: South Africa and the Scars of Apartheid.” *Foreign Affairs*, Jan./Feb. 2018.

5/3 – South Africa’s constitutional structure

Reading: KKJ, Ch. 11, Section 3, pp. 468-477

5/4 – South Africa’s party system

Readings:

- KKJ, Ch. 11, Section 4, pp. 477-488
- Justice Malala. “South Africa has broken the post-colonial narrative: It is a thrilling turning point.” *The Guardian*, August 6, 2016.
- David Adler. “Will South Africa Split Apart?: The Dangers of the ANC’s Decline.” *Foreign Affairs*, August 7, 2016.

***DUE: MEDIA JOURNAL ON SOUTH AFRICA. UPLOAD BY MIDNIGHT.**

Week 15 – South African Politics Today, Conclusions & Review

5/8 – The future of the ANC and South African democracy

Readings:

- KKJ, Ch. 11, Section 5, pp. 488-492
- Norimitsu Onishi. “Cyril Ramaphosa Wins A.N.C. Leadership Battle in South Africa.” *New York Times*, Dec. 18, 2017.
- Ruth Maclean. “Zuma impeachment calls grow after court rules on home upgrade scandal.” *The Guardian*, December 29, 2017.

5/10 – Concluding discussion on democracy & political institutions

No assigned readings

5/11 – Review for final exam

No assigned readings

FINAL EXAM SCHEDULE:

- **Section 1: WEDNESDAY, MAY 16th - 12:30-2:30 PM, CCC 321**
- **Section 2: THURSDAY, MAY 17th – 2:45-4:45 PM, CCC 321**